

DEPARTMENT OF MINES AND RESOURCES

The Honourable Colin W.G. Gibson, K.C., M.C., V.D.,  
Minister.

INDIAN SCHOOL BULLETIN.

Issued by the Education Division

INDIAN AFFAIRS BRANCH

No. 5 Vol. 3 Items 33 - 42

1 June, 1949.

next issue 1 September, 1949.

All Day School Teachers are  
particularly requested to read article  
No. 33 on the new Salary Schedule. BE  
SURE to leave a summer forwarding address  
with your Indian Superintendent as all  
mail will be sent to you in care of him.

Note

These bulletins are for retention on file.  
They are NOT to be removed from schools by teachers.  
Indian Superintendents will check in their periodical  
visits to schools, to ensure that these bulletins are  
kept in the classrooms.

TABLE OF CONTENTS.

PART I: SCHOOL ADMINISTRATION.

- # 33 Revised Salary Schedule for Indian Day School Teachers.
- # 34 The Final Days of the Academic Year,
- # 35 Indian School Calendar for the 1949-50 Academic Year.
- 36 Staff Manual and Domar Magazine.
- # 37 Tuition Grants.
- 38 Auxiliary Courses offered by Ontario Department of Education - Summer 1949.

PART II: TEACHING METHODS,

- 39 Keeping your Pupils Clean.
- 40 Unit on Tuberculosis
- 41 How Effective is your Teaching?
- 42 Miscellaneous News of our Indian Schools.

# indicates article of special interest  
to Indian Affairs Branch officials.

Every nation has, in course of  
time, the kind of education it deserves.  
The blessings and curses of the schools  
reflect the virtues and crimes of the whole  
generation. The school is finally nothing  
but the channel in which flows the spirit  
of the times and in which its own character-  
istics may be recognized. Behind the system  
of education stand all our intelligence and  
our lack of intelligence, which will compel  
the teacher to take one course or the other.  
When the children suffer the teachers also  
suffer because of the same causes.

- Dr. W. Schohaus,  
Kreuzlingen Training  
College, Switzerland.



PART I: SCHOOL ADMINISTRATION.

# 33. REVISED SALARY SCHEDULE FOR INDIAN DAY SCHOOL TEACHERS.

We had hoped to have the necessary approval for the revised salary schedule to be presented to our Indian Day School teachers in this issue of the Bulletin. However, due to conditions beyond our control, we are not now able to advise you as to the details of the revised schedule nor as to the date when it will be in effect.

All day school teachers should leave their forwarding addresses with their Indian Superintendents so that, if a circular is published on the salary schedule during the summer holidays, it will reach them without delay.

## 34. THE FINAL DAYS OF THE ACADEMIC YEAR.

Our annual reminder to Indian day school teachers is now due. Thanks to the co-operation received from teachers and superintendents last year, we have had fewer complaints concerning the condition in which classrooms of schools have been left at the end of June.

Teachers are asked to sit down at their desks during the last week of the school year and tick off the following things which they should do before the final day:

1. Is your school room scrubbed and thoroughly clean?
2. Have you arranged to have every door and window of your school locked and to deposit the key with whomever the Superintendent has instructed you?
3. Have your main requisition for standard and library supplies been forwarded to the Department?
4. Have you left a forwarding address with your Indian Superintendent?
5. Have you prepared a Progress Report Card for each child and advised them concerning promotions?
6. If you are leaving or being transferred, have you written a polite letter to the incoming teacher including pertinent facts about your school and reserve?
7. Have you arranged to have the toilets cleaned on the last day of school and then nailed up for the summer?
8. Have you checked the school furniture against the inventory of furnishings which should exist in every day school?
9. Have you requisitioned for all janitor supplies for next year to your Indian Superintendent?
10. Have you prepared your Monthly Report and arranged to forward it to the Department?

# 35. INDIAN SCHOOL CALENDAR FOR THE 1949-50 ACADEMIC YEAR.

The calendar for the next academic year is attached as Appendix A. It can be removed from the Bulletin and placed in your school register for constant reference. Indian Superintendents should remove it from the Bulletin and pin it on the notice board in their offices.

As a final reminder, if a school is closed on any prescribed day, such fact and the reason for it must be reported to the Indian Superintendent.

Each Indian Day School teacher should now be receiving every month a copy of "DOMAR", the magazine published for all employees of the Department of Mines and Resources. If you are not receiving this magazine, please do not hesitate to write to the Education Division, Indian Affairs Branch, Department of Mines and Resources, when steps will be taken to add your name to the mailing list.

Those of you who receive this magazine now will probably have written for the "Staff Manual" prepared by the Central Personnel Division of the Department. This little booklet gives in summarized form information regarding leave, promotion, competitions, salary, efficiency rating, staff organizations, etc. While much of this information applies to permanent Civil Servants and to those living in Ottawa, there is nevertheless a great deal which will be of interest to our Indian Day School teachers. Copies of this staff manual can be obtained by Day School teachers by writing to:-

Central Personnel Division,  
Department of Mines and Resources,  
Ottawa, Ontario.

# 37 TUITION GRANTS.

Now is the time of year when Principals, teachers and Indian Superintendents must consider those students for whom they are prepared to recommend to the Department in the payment of tuition grants for secondary education.

The forms used in applying for these tuition grants are easily available upon applying to the Department, and now is the time to order an ample stock. Remember that these forms are only required for students recommended for financial assistance for the first time. In the case of students who have already completed one or more years of secondary education with the Department's assistance, it will only be necessary for the Indian Superintendent to write to the Education Division requesting the renewal of the grant. This renewal is naturally dependent upon the pupils having been promoted.

In conclusion may we again remind all concerned that pupils completing High School should be interviewed to ascertain their intentions for next year. Remember we do need teachers for our Indian Schools, and we do need nurses for our Indian hospitals. We emphasize the importance of giving very careful consideration to requests for tuition grants. Only those pupils who are likely to persevere should be recommended.

38 AUXILIARY COURSES OFFERED BY  
ONTARIO DEPARTMENT OF EDUCATION - SUMMER 1949.

Teachers in other provinces have been enquiring concerning these classes which have proven so beneficial in Indian schools. The list of these courses recommended for our teachers is as follows:

"Course 1 - Interim Elementary Auxiliary Education Certificate -  
Type I for Opportunity and Handicraft Classes.

For teachers who wish to qualify for positions with regular Auxiliary Opportunity and Handicraft Classes, courses will be given in Special Psychology, Intelligence Testing, Special Methodology and Crafts.

Course 3 - Interim Elementary Auxiliary Education Certificate -  
Type III for Remedial Classes.

For teachers who wish to take a general course or who wish to qualify for positions in regular Tutorial Opportunity Classes, courses will be given in Special Psychology, Intelligence Testing, Mental Hygiene, Enterprise Teaching and Remedial Reading.

Note: The Department of Education is not providing for Permanent Elementary Auxiliary Education Certificates.

Course 4 - Interim Intermediate Auxiliary Education Certificate -  
Type I for Opportunity and Handicraft Classes.

For teachers who wish to qualify for permanent positions with regular



Auxiliary Opportunity and Handicraft Classes, courses will be given in Special Psychology, Remedial Teaching, Advanced Testing, Enterprise Teaching and Remedial Reading and Observation of Clinical Procedures.

Course 6 - Interim Intermediate Auxiliary Education Certificate - Type III for Remedial Classes.

For teachers who wish to qualify for permanent positions in regular Tutorial Opportunity Classes, courses will be given in Special Psychology, Remedial Teaching, Advanced Intelligence Testing, Speech Correction, Mental Hygiene, Remedial Reading and Observation of Clinical Procedures.

Course 8 - Interim Intermediate Auxiliary Education Certificate - Type V for Home Instruction and Hospital Classes.

For teachers who wish to qualify for permanent positions with regular Auxiliary Home Instruction and Hospital Classes, courses will be given in Special Psychology, Remedial Teaching, Advanced Testing, Home Instruction and Hospital Methods, Enterprise Teaching, and Observation of Clinical Procedures.

Course 11 Refresher Course in Crafts (July 11th to July 22nd).

Holders of Auxiliary Class Certificates will be admitted to this course, in which plastics, leatherwork, tailoring projects, moulding and turning clay and other crafts will be offered. This course cannot be taken in conjunction with another Auxiliary Education Course."

Teachers wishing further details should write to the Ontario Department of Education, Queens Park, Toronto, Ontario.

## PART II: TEACHING METHODS.

### 39. KEEPING YOUR PUPILS CLEAN.

Teachers will recall an article which appeared in the March 1948 issue of the Bulletin outlining a suggested routine for hand washing in rural schools.

Several teachers have written in advising that they were using a technique similar to that outlined in this article. The following outline of such a method has been received from Mr. N.J. Kroeker, teacher at the Red Pheasant Indian Day School:

"We had received about 20 yards of towelling from the Department for the 27 pupils and proceeded as follows:

#### I Preparation:

1. The towels were cut in equal lengths.
2. Then the pupils each brought a needle and thread to school and hemmed the ends by hand.
3. I now prepared patterns with bold numbers which were traced on white canvass and were cut out in school.
4. The pupils took the towels home and sewed the numbers on and embroidered the edges of the letters.
5. Then a loop was sewed to the edge of each towel.

#### II Method of Towel Check Up:

1. I made a list with numbers opposite their names.
2. The towels hang in that order in the hall.
3. Every 1st and 3rd Friday in a month the towels are taken home for laundering and are to be returned on the following Monday.

#### III Wash Routine

1. I have filled a large kettle with warm water at recess and placed it in the hall.
2. At the appointed time at noon the oldest pupil acts as supervisor helping the younger pupils to get their towels, looking after order, carrying out the slop pail, etc.

3. Two other pupils take turns once a week to change the water for the pupils.
4. They wash in definite groups, keeping their order, the smallest first.
5. Two large cakes of soap a month are about a standard requirement for the whole school.

The giggling and chattering tells me they are as happy as ducks enjoying life and establishing proper habits."

You will note that Mr. Kroeker favours the use of individual towels rather than paper towels. Many teachers have arranged for each individual child to have his or her own hook or hooks. Here, the child hangs his towel and cup, and of course, underneath them his coat and hat. They feel that the use of individual towels is better in several ways than the use of paper towels.

#### 40. UNIT ON TUBERCULOSIS.

Every Indian school in British Columbia will, during the next academic year include in the course of study in health, a unit devoted specifically to tuberculosis. This unit has been prepared by the Doctors of the Indian Health Services in British Columbia and by the Inspector of Indian Schools for that province.

Every principal and teacher of Indian children will appreciate the end for this instruction and it is with the object of assisting in this need that this material has been gathered and organized. Appreciating the work and care which has gone into the preparation of this unit, we have mimeographed the entire unit with the exception of the drawings.

We would strongly recommend that every Indian school in Canada use this material as it is a fore-runner of other health units which we hope to have prepared by the Department.

Principals and teachers wishing a copy of this unit can write to the Education Division, Indian Affairs Branch, Ottawa, for a mimeographed unit.

#### 41. HOW EFFECTIVE IS YOUR TEACHING?

(This is a continuation of a series of articles in which we present ideas tried and found successful by experienced teachers)

##### 1. INCH SQUARES.

Cut from oak tag a great many inch squares so that each child may have about 75 or 100. Have them paste these, when coloured suitably, to make checker boards, chairs, tables, houses, Christmas trees (start at the top of the tree with one square and widen going down), and any number of other simple designs. Use these squares in the second grade to help give the child the number concept and to build on the desk, simple number problems.

##### 2. GRAPE CLUSTERS.

Provide each child with a penny and a sheet of Manila drawing paper 6 x 9 and a sheet of coloured folding paper 6 x 9.

Have the child draw circles on white paper using the penny as a pattern. Have the circles coloured with crayolas and cut out to form different designs which can be pasted on the folding paper.

##### 3. BLOCK PRINTS.

Many teachers are decorating their classrooms with block prints using ordinary Manila drawing paper. The following steps will help you in experimenting with such prints:

- (1) Using potatoes, turnips, old corks, spools, etc., and carve your own stamp or design for making the block prints.



- (2) Mix dry powder poster paint with water.
- (3) Block off the drawing paper into squares, circles, etc.
- (4) Dip stamp lightly into the paint mixture and then stamp paper.
- (5) If you have a commercial stamp pad with stamping ink the result will be even better than using poster paint.

Use your stamps to make holiday designs, borders and illustrations for booklets.

#### 4. USEFUL ARTICLES FROM BOXES AND CANS.

You can use round cans, boxes, cartons and some square containers such as cheese, cookie, outmeal, pabulum and match boxes for making drums, tanks, silos, palace towers and the like.

Have the children make their own garbage pails for use by the monitors in cleaning up after lunch. You can clean, then enamel an old paint container or other large tin to make a garbage can. Line it with newspaper and empty daily into your stove or incinerator. Insist on pupils using these tins and thus prevent your classroom looking untidy after lunch hour.

Baby food tins are excellent containers for beads, letter cards, etc., in your primary grades.

#### 5. RELIEF MAPS.

An easy, inexpensive way of making a relief map showing your reserve and surrounding country is as follows:

- (1) Use two parts of flour, one part of salt and one teaspoon of powdered alum per cup of flour.
- (2) Mix with water to the desired consistency being careful not to add too much water or the mixture will not harden properly. Mould into contours of surrounding countryside on flat board or plywood.
- (3) Paint in mountains, plains, lakes and rivers, with water colours.

#### 6. PAPIER MACHE.

We have received another "recipe" for making papier mache which some of our Indian school teachers will probably like to try for making of forms and maps:

- (a) Have your pupils tear newspapers into small pieces about one inch square.
- (b) Pour boiling water over the paper and cover.
- (c) Let stand about two days and squeeze out the pulp.
- (d) Measure one part of flour and one part of salt. Add one teaspoon of alum to each cup of flour.
- (e) Mix dry ingredients with a little water.
- (f) Add three parts of pulp and more water if required and knead until thoroughly mixed.

You can use this mixture to model forms, mould over objects and to make maps. Try this papier mache in making animals for the school farm or the school forest. Allow it to dry for some days and then paint with pastel or water colours.

#### 7. MAKING FINGER PAINT.

Try this with your Indian children some wet Friday afternoon:

- (a) Cook one-half cup cornstarch in one quart boiling water until clear.

- (b) Mix dry tempera paint with a little water and stir into starch mixture to make a smooth paste.
- (c) Protect desks with old newspaper or oilcloth.
- (d) Have a piece of glazed paper about 9" square for each child (the type of paper used by hardware stores in wrapping putty will do nicely and if necessary you can use heavy wax paper).
- (e) Dip this glazed paper in water and lay on desk where child can readily use.
- (f) Give each child a large sheet of Manila drawing paper.
- (g) Dip out one tablespoon or less (especially with primary children) of the paint mixture on to each child's piece of glazed paper.
- (h) Let the children work out original designs with their hands.

At first the results will be rather weird and wonderful but you will be pleasantly surprised with the improvement after a short time.

#### 42. MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS.

##### Alberni Residential School.

A new format is noticed in the latest issue of the WESTERN EAGLE, produced by the Alberni Indian Residential School, Alberni, B. C. Other residential schools should make sure they are receiving copies of this little school magazine.

##### Fort George Anglican Residential School.

At the Fort George Anglican Residential School, situated in the far north on the east coast of James Bay, the Indian pupils are operating a school store.

Here, Indian children learn wise spending as a part of their arithmetic work. The Principal feels that trading - or spending properly - is just as important as making the money in the first place. He feels that the school store is a good place in which to learn to spend wisely. Here his pupils are taught to buy carefully, to know that basic needs come before gaudy trinkets.

He realizes that most Indians are bewildered when they come in from their trap line to the traders' store with its many wares. Therefore, in the school store the shelves are filled with empty cartons and boxes and pupils act as traders and sellers thereby receiving excellent practice in buying and budgeting.

##### Canada 1949

The official handbook of Canada for 1949 has just been released and teachers can now include this booklet on their future requisitions. This year's edition presents the important fact about the business of our nation in a concise and readable form.

Teachers will find it a valuable reference book for students in their Social Studies classes from grade 5 and upwards. The illustrations show Canada's industries and activities and are different from the usual type of Social Studies pictures. You will find a good coloured plate showing the Coat of Arms and emblems of the different provinces. There are also two good maps. The scale of issue for this booklet is at the rate of one per classroom.



Free Pamphlets, Maps and Bulletins.

Teachers can write to the following companies for publicity literature and pictures of various kinds:

- (a) Grey Hound Information Centre, Post Office Box 815, Chicago 90, Ill.,  
for copy of Grey Hound's wall display "Famous Festivals of America"
- (b) Educational Department, Cereal Institute, Inc.,  
135 South LaSalle Street, Chicago, 3, Ill.  
  
Walt Disney Poster and elementary school breakfast teaching  
unit (for Fourth and Fifth grades).
- (c) French National Tourist Office, Department W., Box 221, New York 10  
for booklets and maps of France.
- (d) Canadian Government Travel Bureau, Ottawa,  
for illustrated book "Canada, Vacations Unlimited".
- (e) Nova Scotia Bureau of Information, Post Office Box 130, Halifax, N.S.  
for free literature on Nova Scotia.
- (f) THREE M COMPANY, Department G.T., St. Paul, Minnesota,  
for instruction pamphlet on "Paper Sculpture" and 12-page booklet  
entitled "Scotch Tape Goes to School".

INDIAN DAY SCHOOL CALENDAR FOR 1949-50 ACADEMIC YEAR.

(To be kept in Attendance Register).

- 1949  
 Sept. 5 - Labour Day (School Holiday)  
 " 6 - Schools open (full teaching day)  
 Oct. - Thanksgiving Day (date to be fixed by Proclamation, will be a holiday).  
 Nov. 11 - Remembrance Day (School Holiday)  
 Dec. 16 - Schools close for Christmas Vacation (full teaching day)
- 1950  
 Jan. 2 - Schools re-open after Christmas Vacation (full teaching day)  
 Apr. 6 - Schools close for Easter Vacation (full teaching day)  
 " 17 - Schools re-open after Easter Vacation (full teaching day)  
 May 24 - Victoria Day (School Holiday)  
 June - King's Birthday (date to be fixed by Proclamation will be a holiday)  
 June 23 - Last Day of School for term.

NUMBER OF PRESCRIBED SCHOOL DAYS, 1949-50.

<u>HALF YEAR.</u>		<u>SECOND HALF YEAR</u>	
September	19	January	22
October	20	February	20
November	21	March	23
December	12	April	14
	<u>72</u>	May	22
		June	17
			<u>118</u>

REGULATIONS CONCERNING THE ACADEMIC YEAR.

- The school term shall consist of 190 teaching days.
- Holidays include all Saturdays and those days listed above. In addition, Roman Catholic Indian Day Schools will be allowed as holidays, a limited number of holy days of obligation, not exceeding (3) in all - (November 6, 1949, January 6, 1950 and May 18, 1950).

Where, in the interest of the school work, such action may be desirable, the holidays allowed during the summer may, on the recommendation of the local Indian Superintendent, be taken at some other time of the year but no change is to be made without the express approval of the Department.

If a school is closed on a prescribed school day by reason of the outbreak of an epidemic or the holding of a local Fair or a Teacher's Convention, such closing will lessen the number of days school was in session but NOT the number of prescribed school days.

Bernard F. Neary,  
 Supt. of Indian Education.

N. B.

- The above applies only to Indian Day Schools and NOT to Residential Schools.
- All Day School Teachers are particularly requested to read article No. 33 on the new Salary Schedule. BE SURE to leave a summer forwarding address with your Indian Superintendent as all mail will be sent to you in care of him.



IN THE DISTRICT OF COLUMBIA  
 (To be kept in Attendance Register)

- 1 - Labor Day (School Holiday)
- 2 - Columbus Day (School Holiday)
- 3 - Thanksgiving Day (School Holiday)
- 4 - Christmas Day (School Holiday)
- 5 - New Year's Day (School Holiday)
- 6 - In-school days for Christmas Vacation (100 teaching days)
- 7 - In-school days for Christmas Vacation (100 teaching days)
- 8 - In-school days for Christmas Vacation (100 teaching days)
- 9 - In-school days for Christmas Vacation (100 teaching days)
- 10 - In-school days for Christmas Vacation (100 teaching days)
- 11 - In-school days for Christmas Vacation (100 teaching days)
- 12 - In-school days for Christmas Vacation (100 teaching days)
- 13 - In-school days for Christmas Vacation (100 teaching days)
- 14 - In-school days for Christmas Vacation (100 teaching days)
- 15 - In-school days for Christmas Vacation (100 teaching days)
- 16 - In-school days for Christmas Vacation (100 teaching days)
- 17 - In-school days for Christmas Vacation (100 teaching days)
- 18 - In-school days for Christmas Vacation (100 teaching days)
- 19 - In-school days for Christmas Vacation (100 teaching days)
- 20 - In-school days for Christmas Vacation (100 teaching days)
- 21 - In-school days for Christmas Vacation (100 teaching days)
- 22 - In-school days for Christmas Vacation (100 teaching days)
- 23 - In-school days for Christmas Vacation (100 teaching days)
- 24 - In-school days for Christmas Vacation (100 teaching days)
- 25 - In-school days for Christmas Vacation (100 teaching days)
- 26 - In-school days for Christmas Vacation (100 teaching days)
- 27 - In-school days for Christmas Vacation (100 teaching days)
- 28 - In-school days for Christmas Vacation (100 teaching days)
- 29 - In-school days for Christmas Vacation (100 teaching days)
- 30 - In-school days for Christmas Vacation (100 teaching days)
- 31 - In-school days for Christmas Vacation (100 teaching days)

TEACHING DAYS

Month	Days	Teaching Days
August	1-31	15
September	1-30	20
October	1-31	21
November	1-30	22
December	1-31	23
January	1-31	24
February	1-28	25
March	1-31	26
April	1-30	27
May	1-31	28
June	1-30	29
July	1-31	30

REGULATIONS CONCERNING THE TEACHING DAYS

1. The school term shall consist of 100 teaching days.
2. Holidays include all Saturdays and Sundays listed above. In addition, the following holidays shall be observed as holidays, a limited number of days of collection, not exceeding (3) in all - November 6, 1945; January 6, 1946 and May 15, 1946.
3. In the interest of the school work, such action may be desirable, as the school board may deem it necessary to take on the recommendation of the local Indian Department, to take at some other time of the year, but no change is to be made without the express approval of the Department.
4. If a school is closed on a prescribed day, but by reason of the outbreak of an epidemic or the holding of a local fair or a teacher's convention, the school will teach the number of days school was in session but the number of prescribed school days.

Approved: J. Henry,  
 Agent, of Indian Education.

The above applies only to Indian Day Schools and to Residential Schools.

All Day School Teachers are respectfully requested to send a return No. 35 on the new Salary Schedule. It will be sent to you in care of him.